

**National Studies Sponsored by the Policy and Program Studies Service of the U.S. Department of Education,  
conducted as part of the Congressionally-mandated National Assessment of Title I**

**National Longitudinal Study of No Child Left Behind** (NLS-NCLB) will examine the implementation of the NCLB provisions for the Title I and Title II programs in a nationally representative sample of schools and districts. The study will include four components focused on particular provisions of the law: 1) **accountability**; 2) **teacher quality**; 3) **school choice and supplemental services**; and 4) **targeting and resource allocation**.

A companion study, the **Study of State Implementation of Accountability and Teacher Quality under No Child Left Behind** (SSI-NCLB), will collect information at the state level during the same time frame. Both studies will help to inform the next reauthorization of the Elementary and Secondary Education Act (ESEA), which provides over \$24 billion annually to school districts and schools. Brief summaries of the two studies are below:

**Study One: The National Longitudinal Study of No Child Left Behind**

**Purpose**

The National Longitudinal Study of No Child Left Behind will examine the implementation of the No Child Left Behind provisions for the Title I and Title II programs in a nationally-representative sample of schools and districts. The study will include four components focused on particular provisions of the law: 1) accountability; 2) teacher quality; 3) school choice and supplemental services; and 4) targeting and resource allocation. The study is Congressionally-mandated under Section 1501(c) of the Elementary and Secondary Education Act.

♦ **Evaluation Questions**

- **Accountability.** How have districts and schools implemented the state standards, assessments, and accountability systems required under Title I? In districts and schools that were identified as in need of improvement, which specific failures led to the identification? What actions are being taken to improve achievement in schools identified as in need of improvement? Has student achievement in these schools improved after identification?
- **Teacher Quality.** How are districts and schools meeting the NCLB requirements for improving the qualifications of teachers and paraprofessionals? What percentage of teachers and paraprofessionals meet the NCLB requirements, in all schools and in high-poverty schools? To what extent are teachers participating in professional development activities that are sustained, intensive, and focused on instructional content?
- **School Choice and Supplemental Services.** How have districts and schools implemented the choice and supplemental services provisions under Title I? How extensive are the options that are available to parents? How many students are eligible to participate, and how many actually do so? How are changes in student achievement related to choosing another school or receiving supplemental services?
- **Targeting and Resource Allocation.** How do districts and schools use Title I and Title II funds, in relation to other education funds, including Reading First, Comprehensive School Reform (CSR), Title III, Perkins Vocational Education, and state and local funds? To what extent are funds targeted to the districts and schools with the greatest needs? To what extent do school districts utilize the transferability option to transfer funds between federal programs? To what extent do Title I schoolwide programs consolidate federal, state, and local funds to support comprehensive schoolwide improvement strategies?

♦ **General Evaluation Design**

The study will collect data from a nationally representative sample of 300 districts and 1,500 schools within those districts, including both Title I and non-Title I schools, in the 2004-05 and 2006-07 school years. The sample design will allow for disaggregation of Title I and non-Title I

schools, high-poverty and low-poverty schools, elementary and secondary schools, Title I schoolwide programs and targeted assistance programs, and schools identified for school improvement. The sample will include six teachers per school.

♦ **Data collection will include:**

- **Surveys.** The study will administer a set of surveys to district Title I and Title H coordinators, school principals, classroom teachers, Title I paraprofessionals, parents, and supplemental service providers.
- **Analysis of extant data.** The study will supplement the surveys with analyses of school, district, and state report cards, state performance reports, school improvement plans, and other documents and data. These data may be analyzed for a subset of the sample schools.
- **Student achievement data.** The study will obtain student achievement data based on state assessments for schools in the study sample. This information will be useful for assessing the effectiveness of different types of Title I schools and school improvement strategies.
- **Targeting data.** The study will collect data from each of the 50 states on state suballocations of federal program funds to school districts for the five programs included in this component (Title I Part A, Title II Part A, Title III, Reading First, and CSR). The study will also collect districts' allocations to schools for Title I, Reading First, and CSR.
- **Resource allocation data.** The study will obtain budget, expenditure, and administrative records, including personnel and payroll records, for all five federal programs included in this component of the study. In addition, the study will ask schools to provide school-level budgets and plans for the uses of Title I, Reading First, and CSR funds; schools operating schoolwide programs under Title I will be asked to provide their schoolwide plans and budgets if applicable.

The component on targeting and resource allocation will collect data one time only, for the 2004-05 school year.

**Timeline**

Reports on the 2004-05 data collection are due to be completed by June 2005. The final reports will be due in June 2007.

**Study Two: State Implementation of Accountability and Teacher Quality under NCLB**

♦ **Study of State Implementation of Accountability and Teacher Quality under NCLB**

**Purpose**

The purpose of this study is to track state implementation of policies and activities in the critical areas of standards, assessments and accountability systems, and teacher quality under NCLB. This study will be the main source of information on state-level activities related to these topics for the congressionally mandated National Assessment of Title I. The study also will provide state-level data for interpreting district- and school-level findings for the National Longitudinal Study of No Child Left Behind.

**Evaluation Questions-**

♦ **State Assessment and Accountability Systems**

- How fully have states implemented the assessment and accountability requirements of NCLB?
- How do state assessment systems vary between states and over time?
- How have states defined AYP, and how are variations in AYP definitions associated with the number and characteristics of identified schools?
- What assistance are states providing to districts and schools identified for improvement?

- What consequences are states implementing for districts and schools identified for Improvement?
  - To what extent and how do state assessment and accountability systems include students with special needs?
- ◆ **Teacher Quality**
- What progress are states making and what actions are states taking to ensure that all teachers are highly qualified and all paraprofessionals supported with Title I funds meet NCLB requirements?
  - How have states operationalized the term "highly qualified teachers" as defined in NCLB, and how do states collect data on teacher quality?
  - What kinds of technical assistance are states providing to districts to help them meet these requirements?
  - How are states using their Title I and Title II funds to help teachers and paraprofessionals obtain subject matter knowledge, knowledge of standards and assessments in the areas they teach, meet requirements and be highly qualified?

#### **General Evaluation Design**

Findings from this study will be based primarily on analyses of several extant data sources and from surveys of state-level personnel with responsibilities in the key areas of this evaluation. Extant data sources used to inform this study will include states' consolidated state applications and states' consolidated state performance reports, state report cards, state education agency websites, existing assessment data, and data from other relevant sources. The evaluation also will be coordinated with the district- and school-level National Longitudinal Study of NCLB.

#### **Timeline**

This evaluation will be conducted over a period of four years beginning October 2003 and extending through September 2007. Survey data will be collected in Fall 2004 and Fall 2006, and extant data collection will occur continuously as sources become available. Reports are planned for Summer 2005 and Summer 2007.

<b>Districts selected in NJ</b>		<b>NLS-NCLB</b>
<b>LEA ID</b>	<b>District name</b>	<b>CL</b>
3412270	CITY OF ORANGE TWP	ORANGE
3403420	COLLINGSWOOD BORO	COLLINGSWOOD
3404110	EAST BRUNSWICK TWP	EAST BRUNSWICK
3404590	ELIZABETH CITY	ELIZABETH
3405640	FREEHOLD TWP	FREEHOLD
3406540	HAMILTON TWP	HAMILTON SQUARE
3410320	MILLVILLE CITY	MILLVILLE
3411340	NEWARK CITY	NEWARK
3412930	PERTH AMBOY CITY	PERTH AMBOY
3413320	POINT PLEASANT BEACH BORO	POINT PLEASANT BEA
3415540	SPOTSWOOD BORO	SPOTSWOOD